Conclusion

The presented study focused on gender-sensitive collaborative learning through PBL, in which all students were given an equal chance to participate and fully engage in learning. It showed that the PBL collaborative learning activities encouraged students to learn and perform better than those taught using traditional lecturing. The rote learning instruction, prevailing in most Indonesian classrooms, is unlikely to increase both students’ English performance and gender awareness.

Based on the study, this student-centered instructional approach is necessary for teacher colleges in Indonesia to prepare their student-teachers to design and implement more engaging classes, where male and female students are given an equal chance to develop their full potentials. It means that upcoming school curriculum reforms in this country require, first of all, promotion of both pre- and in-service teacher training programmes to improve the respective students’ and teachers’ ability to manage the gender-sensitive and more stimulating student-centered learning approaches.

The study showed that PBL should be carried out while considering individual differences regarding students’ academic potentials and some diversity variables, the major sources of inequality of education. Since this study neither randomly selected individual students from a given population nor assigned them to each of the groups, a future study needs to discriminate the effects of PBL intervention and use some diversity variables (gender, socio-economic and cultural backgrounds) in the selection and assignment of students.

References


